

### Perkins V SEC. 135. Local uses of funds

“(a) General authority.—Each eligible recipient that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the comprehensive needs assessment (CLNA) described in section 134(c).

“(b) **Requirements for uses of funds.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

Required Use of Funds (Required either through local or Perkins resources)	Permissible Use of Perkins Funds (dependent on results of CLNA and other spending rules)	CLNA focus area with examples of possible activities
<b>(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which <u>may</u> include—</b>	<ul style="list-style-type: none"> <li>readily available career and labor market information, including information on— occupational supply and demand; educational requirements; other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and employment sectors;</li> <li>programs and activities related to the development of student graduation and career plans;</li> <li>any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or</li> <li>providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;</li> </ul>	<p><b>Career Pathways integrated in ACP</b></p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Career-based learning (CBL) and Work-based learning (WBL) experiences.</li> <li>May include field trip costs to business and industry tours and WBL coordination.</li> </ul> <p>Note: Many activities already occur through <u>state required</u> ACP, therefore exercise caution to ensure there is no supplanting if Perkins funds are used.</p>
<b>(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which <u>may</u> include—</b>	<ul style="list-style-type: none"> <li>supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curricula;</li> <li>ensuring LMI is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (<a href="#">29 U.S.C. 491–2(e)(2)(C)</a>);</li> <li>providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, school counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies and standards.</li> </ul>	<p><b>Educator recruitment, retention and training</b></p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Collaborative PD between academic content and CTE teachers;</li> <li>PD for school personnel specific to career pathways information as well as technology &amp; equipment, PLTW, dual credit opportunities and LMI;</li> </ul>

	<ul style="list-style-type: none"> <li>● supporting school leaders and administrators in managing CTE programs in the schools, institutions, or local educational agencies;</li> <li>● supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs;</li> <li>● providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;</li> <li>● training teachers, faculty, school leaders, administrators, specialized instructional support personnel, school counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (<a href="#">29 U.S.C. 701</a> et seq.) or the IDEA;</li> <li>● training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or</li> <li>● training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs.</li> </ul>	<ul style="list-style-type: none"> <li>● DPI CTE PD and technical assistance and training to Perkins grant recipients;</li> <li>● PD on teaching strategies and accommodations for special populations participating in CTE;</li> <li>● PD on strategies to close gaps in student engagement in order to close gaps in CTE.</li> </ul>
<b>(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;</b>	(No specific permissible activities included in the law)	<b>Career Pathways</b>  Possible Activities: CTE education for students related to skills leading to high-wage, high-skill and in-demand occupations.
<b>(4) support integration of academic skills into CTE programs and programs of study to support CTE students in meeting the</b>	(No specific permissible activities included in the law.)	<b>Career Pathways</b>

<p>challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State.</p>		<p>Possible Activities: Curriculum development in order to integrate high academic standards into CTE courses.</p>
<p>(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113 which may include -</p>	<ul style="list-style-type: none"> <li>● Alignment of curriculum with the requirements for a the career pathway;</li> <li>● sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (WIOA) (<a href="#">29 U.S.C. 3102</a>), and other appropriate organizations, including community-based and youth-serving organizations;</li> <li>● where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE Pathway;</li> <li>● appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;</li> <li>● a continuum of work-based learning opportunities, including simulated work environments;</li> <li>● industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;</li> <li>● efforts to recruit and retain career and technical education program teachers, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;</li> </ul>	<p><b>Student Performance, Career Pathways and Equity and Access</b></p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>● Curriculum development;</li> <li>● Stakeholder engagement in CTE (including CLNA);</li> <li>● Career pathway collaboration and strategic planning, particularly with regional collaboratives (workforce development boards, regional economic development organizations, WIOA, one-stop shops, Division of Vocational Rehabilitation);</li> <li>● Career pathways development related to sequence of courses, IRC, WBL and dual credit and CTSO opportunities for students;</li> <li>● Coordination of CBL and WBL with businesses;</li> <li>● Equipment aligned with industry standards;</li> <li>● Relevant CTE training for educators;</li> <li>● NTO student support and initiatives;</li> <li>● CTSO curriculum development that is integral to career pathway courses;</li> <li>● Activities to increase capacity to provide quality career pathways;</li> <li>● Initiatives and supports to reduce barriers to participation</li> </ul>

	<ul style="list-style-type: none"> <li>• where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the WIOA (<a href="#">29 U.S.C. 3101</a> et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the IDEA;</li> <li>• expanding opportunities for students to participate in distance career and technical education and blended-learning programs;</li> <li>• improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;</li> <li>• supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;</li> <li>• supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;</li> <li>• partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education; or</li> <li>• support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations.</li> </ul>	or success for special population students.
<b>(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c)</b>		<p><b>Career Pathways</b></p> <p><b>Possible activities:</b> Costs related to evaluation of CTE programs including career pathways evaluation.</p>

**and the local report required under  
113(b)(4)(B).**